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## PARENT-EDUCATION PROGRAMS IN CITY SCHOOL SYSTEMS

BEING CHAPTER IX OF VOLUME I OF THE  
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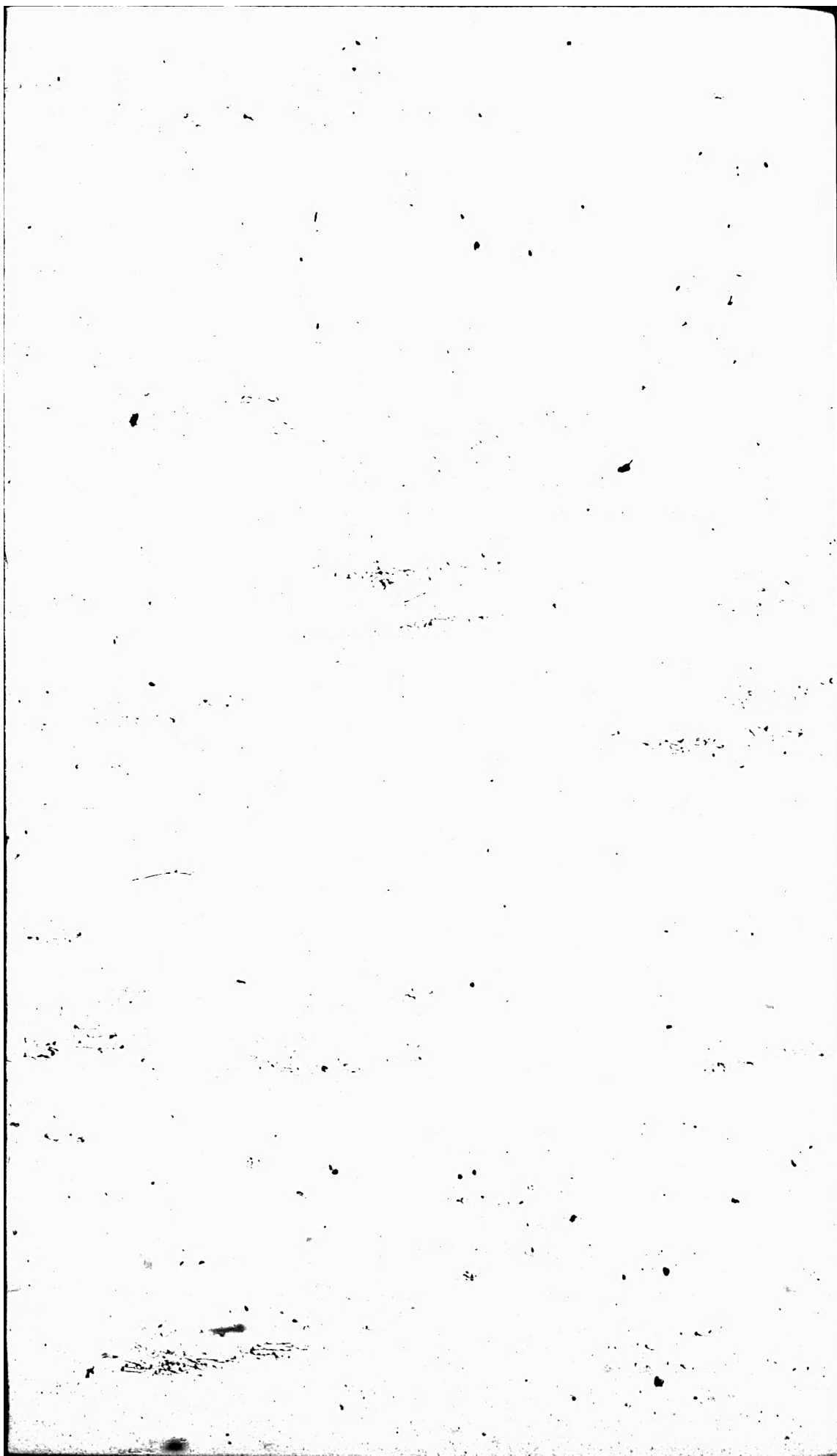
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## Foreword

THE TERM "parent education" signifies many activities which have sprung up to meet new needs in education during the past 12 years. Some of these activities go on in colleges and universities where advanced students are prepared to take professional leadership in parent education, in national, State, and local situations. Other activities in this field are carried on in State departments of education, in city school systems, in governmental agencies, and in private organizations.

The Office of Education has followed the trend of the parent education movement and has issued from time to time reports and descriptions of some of the activities that seem to be successful.

The following report deals particularly with the activities in city school systems. Superintendents of schools, especially those who expect to start a program of parent education, will find the answers to some of their questions in this brief review of work in this field. The report should also prove helpful to all those working for the development of improved methods of child care and training, better home-school cooperation, and more understanding of the problems of family relationships.

BESS GOODYKOONTZ,  
*Assistant Commissioner of Education.*



# **Chapter IX**

## **PARENT-EDUCATION PROGRAMS IN CITY SCHOOL SYSTEMS**

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### **I. Introduction**

DURING the past 10 years programs in parent education have been increasingly established by superintendents of schools as integral parts of city school systems. These programs are now in progress in at least 38 cities of the United States. Perhaps the feature that characterizes the work of parent education in the public schools is the active cooperation of parent-teacher associations and other community organizations upon which a superintendent must depend for the promotion of interest and enthusiasm if continuity in the programs is to be insured.

The establishment of a parent-education program provides a way by which parents may get accurate information on the program and policies of the superintendent; it helps parents to improve their methods of guidance at home; and it shows them how, as a group and individually, they may cooperate successfully with school authorities in meeting school needs. Such a program for parents furnishes instruction in mental health or hygiene which will be of practical value in solving their own personal problems.

This chapter has been prepared to answer inquiries of school administrators and others as to what constitutes a parent-education program, how and for whom it functions, what it costs, what it accomplishes, and what superintendents of schools think of parent education as they observe its progress in their own school systems.

Specific information for this study was gathered through questionnaires which the Office of Education sent to superintendents of schools in 300 selected cities, each of whom had expressed an interest in parent education or had reported that projects were already established in their schools.

In addition, 13 cities having parent-education work were visited by the staff member in charge of parent education in the

Office of Education. During these visits conferences were held with superintendents and directors in charge of the work, and through first-hand observation of methods and practices interpretations have been made which would not have been possible otherwise.

Through correspondence and printed reports, the information for this chapter was still further amplified.

## II. Purposes and Activities of Parent Education Programs

IN GENERAL TERMS, a parent education program in a local community under the sponsorship of the public schools is a combination of promotional, administrative, teaching, and cooperative activities for the instruction of parents and for the development of leaders of parents' groups.

Reports indicate that many different activities constitute the program of parent education in the various city school systems. One activity, however, that of leading classes or groups of parents, was reported unanimously by the superintendents replying to the questionnaire. In some cities three types of groups are receiving instruction: Groups of potential leaders, groups of lay leaders in service, and groups of parents.

Study groups are formed and instruction in such fields as child development and mental hygiene is offered to parents. The subject matter used in study groups is chosen to provide for the needs which exist in the local situation. It is hoped that through reading, instruction, and discussion parents will be able to obtain an objective view of themselves and an understanding of their relationship to their children. Specifically the program is designed to show parents better ways of guiding their children by giving them authoritative information about child growth and development; to help them to understand the principles by which the problems of family life may be solved; and, finally, to give them an understanding of what the school is doing for their children and of how they may cooperate with the school.

Activity projects have been undertaken in many cities by the study groups. Establishing play groups, summer playgrounds, hobby shows, arranging and supervising trips for the school children, making toys for young children and preparing exhibits of group work are examples of the projects in which the groups engage.

Some groups maintain a library which is kept at the school and in some places the public library furnishes boxes of books for the members to use. Committees of the study groups review books, pamphlets, or clippings, and plan programs, work for better home and school relationships, take care of the library, look up absentees, and serve in many other capacities.



### III. Characteristics of Parent Education Programs

ONE important characteristic of programs in parent education common to all cities in all States, which has been mentioned previously, is the active support and cooperation of parent-teacher associations without which leaders would find it difficult to conduct a successful long-time parent education project.

However, programs conducted in city school systems have varying characteristics according to the State in which the cities are located. For instance, in New York State lay leaders work on a strictly voluntary basis, receiving no monetary compensation for their services. Another characteristic of programs in New York State is a 2-year limit to the period of service for lay leaders, with in-service training during their 2 years of service. It is stated that this short term of leadership is preferred and prevents the group from becoming too dependent upon the leader.

A characteristic common to all parent education programs in California is that lay leaders are responsible for parents' study groups and receive compensation equal to that of other adult education workers connected with the school systems.

The programs in Texas and Oklahoma, which were in progress in 1937, were organized, supervised, and conducted by the directors, but lay leaders were not being trained. However, it has been stated that lay leaders frequently emerge from the groups of parents who are instructed by the directors.

In States where parent education programs have become more or less widespread in school systems some may be classified according to their allocation in the systems. For instance, in 12 cities the programs are conducted as elements of the adult education programs; in 14 cities they appear as integral elements of home economics departments; and in 12 other cities parent education projects are conducted directly under the supervision of the superintendent or assistant superintendent of schools, by directors of parent education in 4 of the 12 cities, by the head of the kindergarten and nursery school department and department of psychiatry in 2 cities, and by leaders in parent-teacher associations in the remaining 6 cities.



## PROGRAMS CONDUCTED AS AN ELEMENT OF ADULT EDUCATION

When a parent education program is initiated in a city school system in New York State, the program may or may not be supervised by a person in charge of adult education. Rochester is an example of a city where parent education is a part of the adult education program supervised by the assistant superintendent of schools.

At the beginning in Rochester a full-time specialist was employed who took full charge of the work; but in 1937 a second full-time specialist was added to the staff, who was assigned such activities as giving lay leadership training courses and conducting the programs for parents' study groups.

In connection with this program a demonstration nursery school is maintained and WPA nursery schools furnish laboratory facilities to parents and leaders for observation and participation. Parents of the children in the demonstration school pay a tuition fee to the board of education of \$12 per month for each child. A part of the responsibility of parents is to assist in the nursery school for periods varying from one day to a week.

Reports of the Rochester department of parent education and child development point out that the program of study groups is carried on by lay leaders who "constantly analyze and evaluate their leadership and the general program. They suggest policies and methods for improvement, promotion, and extension. In lieu of financial rewards they naturally expect satisfaction in the form of stimulation and intellectual growth. \* \* \* The loyalty and unselfish service, the objective attitudes of the leaders, and their complete freedom from 'underground methods,' make of them a group whose value to the department cannot be measured."<sup>1</sup>

The division of work between lay leaders and professional parent education workers is an important feature of every parent education program. The professional member (or members) of the staff generally performs the administrative functions of the project; arranges conferences and panel discussions; organizes

<sup>1</sup> Rochester, N. Y., Board of Education. Report of department of parent education and child development. Rochester, board of education, 1937, p. 1.

materials; conducts in-service training meetings; establishes and maintains cooperative relationships with community organizations; supervises the work; confers with school officials and makes reports to the superintendent of schools.

The program in Rochester public schools is greatly augmented by cooperation of the University of Rochester which has expanded its curriculum on the subjects of the home, child development, and family relationships. In addition to the university, many organizations cooperate, especially the parent-teacher association and other organizations which furnish leadership and general support, including the local branches of the American Association of University Women, Federation of Churches, Council of Jewish Women, Home Bureau, health and nursing associations, and many local agencies.

The Albany program in parent education presents some characteristics similar to the program in Rochester. In the first place both programs started with grants from a foundation; both had the advice and cooperation of experts in parent education connected with the State department of education; the work in both cities was augmented by the active cooperation of the university or college in the respective cities; programs in both cities have also had the active cooperation of parent-teacher associations.

Under the direction of a full-time expert lay leaders are given in-service training in conducting parents' study groups, and, in conference with the director, the lay leaders are given individual help on problems of leadership. Emphasis is placed upon the importance of the close cooperation of the Albany libraries with the parent education program. In a single year 2,000 books were circulated among parents who were members of study groups.

In addition to giving in-service training to 27 lay leaders and preparing 75 potential leaders for service, the director of parent education conducted classes in the techniques of leadership, in discovering and evaluating source materials, and in citizenship, held conferences on personal problems, and during the year 1936-37 gave instruction to 55 high-school students, 30 members of the faculty, and 85 students in the New York State College for Teachers.

As to the subjects which make up parents' class discussions, each



group generally selects those which meet the needs and interests of the majority of the members and which they think will result in stimulating thought and growth.

One of the unusual activities of the Albany program is the self-evaluation feature which lay leaders undertook together with members of parents' groups, college students, high-school students, and others. As a result of this self-evaluation lay leaders reported a better understanding and practice of mental hygiene principles, broadened understanding of the job of parenthood and the significance of membership in the community, improvement in their own family relationships, better understanding of other peoples' points of view, and development of new interests.

For this study two other cities in New York State, Binghamton and Schenectady, have been selected for description because of their comprehensive programs in parent education and because of the successful results of the work over a period of years. In at least two important aspects the programs in these cities differ from those in Albany and Rochester. In the first place the work neither in Binghamton nor in Schenectady was initiated under foundation grants and neither of these cities reports the active cooperation of a college or university as do Albany and Rochester.

Emphasis has been placed in the Binghamton program upon training lay leaders for study groups, furnishing professional leadership for the educational program of parent-teacher associations, bringing about better understanding of the problems that are common to home and school, and securing cooperation between the parents and teachers. The director of parent education states her specific duties as "providing opportunities for parents and teachers to think through together those aspects of child development with which they are mutually concerned; encouraging parents to visit schools, to meet principals and teachers, and to see classroom work; aiding teachers and school administrators in their efforts to understand children's home environment insofar as it affects their school work; interpreting the school curriculum, procedures, and needs to school patrons; suggesting ways in which parents may work more closely with school administrators to bring about desired results with their schoolchildren."<sup>2</sup>

<sup>2</sup> Binghamton, N. Y., Department of Education. Annual report for 1936-37.



In Schenectady (1937) there was no nursery school for demonstration purposes but in Binghamton there were five emergency nursery schools used for observation and participation by the parent education department. The program in parent education in Schenectady was inaugurated through the influence of the College Women's Club as a cooperative community project under a director of parent education who works closely with the superintendent of schools but who is technically on the extension staff in the Division of Adult Elementary Education. The director prepares prospective leaders for service, instructs in-service lay leaders in the methods, practices, and materials of parent education, helps organize study groups, attends group meetings once a year and prepares study materials for the use of leaders and members of groups.

School groups, church groups, community groups, or study groups within organizations are served by the director in Schenectady whose objectives are to "help parents gain insight into human relationships in order to enrich their lives and become more effective members of society both in their home and in the community; to promote a community-wide program of adult education in general; parent education in particular; and to assist in furthering a pre-school education program."

Five basic courses were outlined for leadership training classes on the subjects of child guidance, adolescence, mental hygiene, family relations, and techniques of group leadership. Two of the courses in subject matter and the course in techniques are generally given annually for leaders by the director. In addition to preparing and giving courses the director develops bibliographies, makes addresses, and holds conferences.

The discussion method of procedure is used by both professional and lay leaders in conducting parents' study groups and it is reported that those who enter into the discussions have an experience that is mutually beneficial. Besides discussions the members of the groups present book reviews and reports. An annual parent education institute is held as well as other large meetings of general interest to the community. An unusual feature of the Schenectady program is the provision in the budget for travel and books which is made by the school board.

The following table is a copy of the form which is filled out by

members of the parents' study group, furnished by the University of the State of New York, the State Education Department, Child Development and Parental Education Bureau:

### Report Sheet for Members of Parent Group

Class held at ..... Led by ..... Date .....  
 Meeting how often ..... Subject studied .....  
 Member's name ..... Age ..... Husband's initials. ... Age .....  
 Number of children: Boys ..... Ages ..... Girls ..... Ages .....

WIFE		HUSBAND
How many children in family? ..... Which child are you? .....	<i>Position in family</i> Fill in both husband and wife column.	How many children in family? ..... Which child is husband? .....
Grades 5, 6, 7, 8 H. S. 1, 2, 3, 4 Normal 1, 2, 3 College 1, 2, 3, 4	<i>Education</i> Draw line through last year you attended school or college. (Fill in both columns.)	Grades 5, 6, 7, 8 H. S. 1, 2, 3, 4 Normal 1, 2, 3 College 1, 2, 3, 4
	<i>Specialized education</i> Travel, study, special training; post-graduate work, etc. (Fill in both columns.)	
Before marriage Present	<i>Occupation</i> Fill in both columns.	Previous Present
	<i>Activities and interests</i> Club membership? Special community interest? Special community activities? Positions held in clubs, community, churches, etc.	



What questions of parenthood and child training interest you?

What books on parent education have you found the most helpful?

Is your husband interested in parent education?

Have you been in parent education classes before?

For how long?

What organization do you represent in this study group?

In the Berkeley, Calif., public schools, where groups are designated as classes, the program of parent education is conducted under the supervision of the director of curriculum who gives only part time to this service. In 1937 there were 15 lay leaders of classes employed on part time by the school system and 500 parents were under instruction by these leaders.

The following regulations control parent education classes in Berkeley:

*Regulations for parent education classes.*—Leaders and chairmen of parent education classes must observe the following regulations:

1. Except in the case of preschool classes and classes organized under the auspices of nursery schools, all classes should be organized upon recommendation of the local parent-teacher association.
2. The form "Request for Organization of Class in Parent Education" should be signed and forwarded to the Bureau of Curriculum not later than the second meeting of the class.
3. To be certified for compensation, classes must be held during the regular school term and on regular school days, not on Saturdays, Sundays, or school holidays.
4. The maximum number of meetings of a class for which compensation will be paid is 12 a semester.
5. A minimum of 15 paid registrations by the third meeting of the class is required for organization.
6. Leaders of classes are responsible for the following:
  - (a) Reporting promptly after the third meeting of the class the number present, number enrolled and number paid, and the list of topics to be discussed by the class during the semester.
  - (b) Reporting at the end of each calendar month dates on which they actually met classes.
  - (c) An accurate and complete record of the enrollment and attendance in each class, in the form prescribed, and the making of the final attendance report immediately after the last class of the series.

Nominal fees are charged for each person registered for the classes but arrangements for demonstration centers have not been made available for parents or others to observe or participate in Berkeley.



The program in Pasadena differs from that in Berkeley in three important respects: First, Pasadena has a full-time director; second, arrangements have been made for the observation and participation of parents and others in play groups and kindergartens; and, third, no fee is charged. The program in Pasadena has been in operation for 9 years and under expert direction it has become one of the comprehensive programs in this field. In 1937 there were 8 qualified lay leaders employed to teach 617 parents who were enrolled.

The value of play groups like those in the Pasadena program is recognized. Parents with their preschool children and other observers visit these groups one or more mornings a week and a nursery school expert meets them and demonstrates methods of meeting situations with the children. The expert also helps parents understand the significance of their observations and subsequently holds a conference period for the discussion of the records which the parents have made while observing the children.

The details of methods of conducting play schools employed in Pasadena and other California cities have been described in a bulletin entitled "A Study of Parent Education—Parent Education Through the Medium of Play Groups."<sup>3</sup>

In a report<sup>4</sup> of the Pasadena Superintendent of Schools the purposes of play groups were stated as follows:

To give parents of young children an opportunity to: (1) observe and test those aspects of child psychology that had been under discussion in the study groups; (2) study types of behavior offered by children other than their own; (3) contrast different developmental levels in the child group; and (4) note contrasts and similarities in the home behavior and group behavior of their own children. In addition to these has come the opportunity to (1) observe the effectiveness of the technique of those who have specialized in child care and child guidance; (2) criticize their own techniques and modify them accordingly; (3) modify all techniques to apply to individual needs; and (4) consider their own attitudes in the light of child growth as studied and observed.

The parent education work of the Baltimore city school system

<sup>3</sup> Gartzmann, Pauline; Laws, Gertrude; and others. A study in parent education. Pasadena, Calif., Pasadena city schools, June 1935. 23 p.

<sup>4</sup> In Report of Superintendent of Schools. Pasadena, Calif., Pasadena city schools, 1935, pp. 134-35.

is conducted as a part of the adult education program under the night school division with a supervisor of parent education in charge. In addition to the supervisor, there are nine white teachers and four colored teachers on the staff. Many educational institutions and agencies, such as Johns Hopkins University, Goucher College, the University of Maryland, Baltimore Child Study Association, Mental Hygiene Society, social agencies, the library, the museum, and clinic, cooperate in the Baltimore program of parent education. Parents are reported to be active in support of the work.

In addition to parents' study groups a training class for teachers is maintained. The teachers for this training are selected not only for their educational qualifications but for their personality. The training class for teachers meets weekly during the school year to discuss methods of conducting parents' groups, materials such as subject matter and guides, and problems of study groups. Sixty-six groups of parents met weekly for 2-hour class periods in 1936-37 with a total enrollment of more than 1,200 parents. The enrollment in 1938 had increased to 1,665 parents, including both colored and white. There were 43 groups of white parents and 21 of colored.

The programs of the classes included such activities as making reports, discussions, trips to various institutions, lectures on subjects related to family life and interests by specialists in various fields, and individual conferences.

### **PROGRAMS CONDUCTED WITHIN HOME ECONOMICS DEPARTMENTS**

The parent education programs in city school systems in Arkansas, Oklahoma, and Texas have one characteristic in common—they derive their budgets for parent education partly from Federal subsidies for vocational home economics and partly from general school funds. This naturally places parent education in the respective school districts under the supervision of home economics departments although heads of parent education programs in some cities may have worked previously in fields other than home economics, such as, for instance, those of education, psychology, or kindergarten. The programs of



two cities in Arkansas and Texas and three in Oklahoma have been selected for description in this study because of the variations in the situation in each city.

The parent education project in Little Rock is an integral part of the home economics program. The director gives only part time to parent education and the rest of the time is spent in home economics.

Very close cooperation is maintained with parent-teacher associations by which the initial request for study groups was made to school officials. Churches and clubs have cooperated with the Little Rock parent education program. Preschool circles for parents whose children have not entered school and study groups for parents whose children are attending school are conducted by the director. A chairman of the parent education council contacts various parent-teacher associations and arranges for the appointment of a person to take responsibility for the details and arrangements of study group meetings. Fathers attend monthly group meetings sometimes in larger numbers than mothers.

Little Rock did not in 1937 include the activity of training lay leaders except for Negroes, but in addition to conducting study groups and carrying on the regular work of the home economics program, the director held conferences with parents during the evening when fathers could be present, prepared exhibits of children's books and toys, exhibited types of children's clothing sponsored parents' reading circles and parents' bookshelf in cooperation with the public library, and arranged with parents for children's afternoon play groups.

When the parent education project was started in Little Rock parents living in prosperous areas of the city were particularly interested in two nursery schools to which they sent their children and paid tuition. But later, parents of lower economic levels became interested and also sent their preschool children to the schools. The nursery schools and the private kindergarten were established for demonstration purposes in the high-school building where students in preparental education, as well as parents, observed the children and sometimes participated in the activities. A tuition fee of \$5 per month was charged for each child attending the nursery school. Tuition of children in the kindergarten was reported as \$30 per month per child.



Fort Smith, a city of about 30,000 population, has a parent education program which in 1937 had been continuous for 6 years. However, the director of parent education gives only part time to parent education and part time to the home economics program.

Twelve of the fourteen schools in Fort Smith maintained study groups during the year ending 1937. Two hundred parents were enrolled in these groups which were led by the director of parent education. This program was conducted without the aid of demonstration centers such as kindergartens or nursery schools and the reports indicate that the program did not include lay leaders or lay leadership training.

In Oklahoma the parent education programs in cities have also developed within the home economics program, financed as they are partly by public-school funds and partly by vocational home economics funds. In several of the large towns and small cities parent education projects have been carried on for limited periods, but in the two largest cities, Oklahoma City and Tulsa, there are comprehensive programs.

Oklahoma City employs a full-time home counselor who directs the parent-education work. Nursery schools and kindergartens are available where parents of children in these schools may go to observe the activities of the children under guidance of a trained teacher. Here, too, parent-teacher associations have taken a leading part in study groups. In 1937 there were 41 such groups in Oklahoma City with a total attendance of 2,517 parents.

By appointment, and following study group meetings, the home counselor in 1 year held 358 private conferences and conducted a radio parent education class 15 minutes weekly for 20 weeks for which 54 people enrolled from 24 different towns. Enrollees paid 50 cents to cover expense of mimeographing and mailing a series of 12 talks and the "true-false" tests.

No lay leadership training classes were conducted in Oklahoma City up to 1937 and there were no classes conducted by lay leaders within the program of the city schools.

The Tulsa project in parent education has developed under very favorable conditions. A former superintendent of schools laid foundations for the work and the parents were thus given in

advance an understanding of the purposes and principles underlying parent education. Since 1924 there has been no interruption of the parent education work although at first it was designated as "mothercraft." In the 41 public schools in 1937 there were 37 classes, some of which were held in the daytime for mothers and some in the evening so that both fathers and mothers could attend.

Prospective lay leaders whose background of psychology is good and who are college graduates are trained to teach parents' groups. These trainees must be parents and also they must be good homemakers. Class work of 24 weeks in preparation to lead study groups was offered in 1937.

Especial emphasis was placed upon building a parents' library and making additions to the local school parents' library, both of which are essential to a parent education program. Study groups or classes for parents are the essential elements found in the Tulsa program as it was being conducted in 1937.

One of the newer activities in parent education in Oklahoma is the experiment initiated in the fall of 1937 by Superintendent Holmes in the home economics department of the Muskogee public schools. A full-time parent education worker was employed as home counselor and has begun a program for parents of children in all grades of all schools in Muskogee, grade by grade, from the first through the high schools, as well as a program for parents of preschool children. Classes are held mornings, afternoons, and evenings on a flexible schedule in order to give all parents, both fathers and mothers, an opportunity to attend meetings at an hour convenient to them.

In spite of the fact that programs in parent education in Texas have been organized under Federal vocational home economics grants in addition to the required State and local funds, there is considerable variation in the way the programs are carried out in each city.

In Dallas a full-time specialist who is a psychologist conducted the work in 1937 under the direct supervision of the superintendent of schools with the cooperation of such organizations as the Dallas Council of Parents and Teachers, the Child Guidance Clinic, the Health Department of the Public Schools, the Civic Association, the Y. W. C. A., Big Sisters, and the churches.



In a single year (1937) there were about 700 enrollments in study groups and 50 of these were men.

Although there are private schools, kindergartens, and nursery schools in Dallas where arrangements might have been made for parents to observe the children and have experience handling situations, no such arrangements had been made up to 1937, but parents are getting considerable opportunity to observe and participate in the play groups they arrange in their own neighborhoods and report on the activities of the children in the group. The advantages of expanding the Dallas program to include a nursery school for experimental purposes and the training of lay leaders have been under consideration as goals for the future.

The present program of courses covers the subjects of child guidance; the psychology of the preschool child, of preadolescence, and of adolescence; mental health; character training in the home; and the development of personality.

For more than 8 years the parent education program of Houston has been in progress within the public schools under the guidance of a director of parent education who gives full-time to the work which is an integral part of the department of homemaking.

An advisory committee in parent education which has been organized in Houston consists of representatives of 18 or more local organizations, agencies, and institutions interested in the development of parent education.

Although the programs in some other cities in Texas do not include the training of lay leaders, it was reported that in Houston special training is given WPA nursery school teachers once a week throughout the year and that in addition to conducting the regular parent education work, the director meets parents of emergency nursery-school children once a week during the year. The director organizes and conducts institutes where experts discuss subjects that are of vital interest to parents, such as various aspects of the growth of the preschool child, the school child, the successful family, and the art of living together; and in addition to this she conducts a weekly radio program. The schedule for the organization of classes which is used in the Houston schools may be found in the section under Methods.

Parent-teacher associations take a leading part in this program



as they do in most other cities having parent education projects. They appoint chairmen of parent education who meet the director for instruction and for planning the programs. The number of parents attending classes annually varies from 650 to 1,100.

### **PROGRAMS CONDUCTED AS COOPERATIVE PROJECTS**

Superintendents of schools in many California cities where there were no directors of parent education reported that in response to a demand by parent-teacher associations, boards of education authorized the employment of lay leaders of study groups to be paid from local school funds. In some instances the projects of parent education have been supervised by the superintendents themselves and in others by the supervisor of adult education work, or some other person selected by the superintendent is in charge of the work.

Monrovia, Pomona, Richmond, Alhambra, Santa Ana, Calif., and other cities are among those in which the parent-teacher associations and the boards of education take part in sponsoring study groups. Lay leaders work on hourly pay which is computed at the same rate as for all qualified adult education teachers.

With the extension of the special secondary credential to parent education leaders by the California State Department of Education, a way was opened for certified lay leaders of study groups to receive remuneration from public-school funds. In the matter of remuneration the practice in California differs from that in New York State where lay leaders receive no compensation other than that which they feel the work offers in opportunity for growth and education.

When school funds are made available for a program of parent education it results in a certain amount of desirable stability and continuity. The program in the city of Detroit demonstrates, however, that a program for parent education may be conducted successfully by using existing school facilities and a cooperating community group. This group in Detroit consists of nine members selected from the board of education, the Merrill-Palmer School, the extension service and the home economics depart-

ment of Wayne University, and the vocational home economics division of the State department of education. Each registrant for a course in parent education pays a fee of 25 cents for the initial enrollment but no further charge is made for other courses.

In Detroit the principals of the respective schools are the key persons who decide when classes may be formed. When a principal has made a decision, teachers are assigned by the division of homemaking education of Wayne University. The success of the Detroit parent education program is no doubt due to the unusual facilities for this type of education offered by the cooperating agencies which communities rarely have to offer.

Another example of a city in which a parent education program is carried on without a special budget is reported by the superintendent of schools in Grand Rapids where the work has been in operation for 9 years as a part of the psychiatric department. The work has been sponsored and supported not only by the board of education but it has also received the active cooperation of the leaders of the Parent-Teacher Council of Grand Rapids.

In addition to their guidance programs with the children who are referred to them by the various schools, these psychiatric workers give a counseling service to individual parents and instruction to study group members who frequently develop into lay leaders. They also give service to parent-teacher groups, groups of teachers, church groups, women's clubs, and many community organizations.



#### **IV. Inauguration of a Program of Parent Education**

SINCE PARENTS are the chief beneficiaries it is to be concluded that parents will be active in working for the inauguration of parent education programs and that they will have made known the needs which call for the introduction of a new kind of instruction into the public schools.

Community support through the development of forceful and stable public opinion combined with the genuine interest of parents, and their determination to make use of the opportunities for education when they are offered, are essentials to the establishment of this new aspect of education. Without this genuine interest and active cooperation of the community, and especially of the parents, the superintendent will hardly be able to justify the incorporation of this new work in the school's program. Many superintendents report that the interest of parents in parent education developed long before school authorities were willing or ready to inaugurate a program in the school system, and that when the program was initiated it was at the request of the local parent-teacher associations.

Groups other than parent-teacher associations, such as the college women's clubs, American Legion auxiliary, W. C. T. U., Y. M. C. A., Y. W. C. A., Red Cross, and the farm bureaus, libraries, child guidance clinics, and churches, have also promoted parent education programs.

#### **FINANCING A PARENT EDUCATION PROGRAM**

The difficulty of securing public-school funds for a parent education program has doubtless retarded the development of this type of work in school systems, although interest in the further education of parents has grown steadily with the development and increase of parent-teacher associations. However, in 38 cities at least, the difficulty has been overcome and school funds had been provided up to 1937. The cities are located in 10 States: Arkansas, California, Georgia, Iowa, Michigan, Nebraska, New Jersey, New York, Oklahoma, and Texas.

In some instances parents are charged fees but the purposes for

which the fees are used were not always stated in the reports. Such is the case in Berkeley, Calif., where parent education classes are conducted. The regulations state that registration fees are charged, but neither the amount of the fees nor the purposes for which they are used were given. In Little Rock, Ark., however, fees charged to parents for the program which is financed by Federal, State, and local funds, provide a nursery school. The school is used as the laboratory for observation and participation by members of study groups, and by students in the high school enrolled in child-management classes. Parents of children enrolled in the school pay \$5 per month for each child.

In Westwood, N. J., a fee of \$2 per person is charged for a course of 10 weeks, but in this case no explanation was made of the purposes for which the fees are used.

In the following list the budgets for parent education in 30 cities are given as reported on the returns:

<i>Budget</i>	<i>Budget</i>	<i>Budget</i>	<i>Budget</i>	<i>Budget</i>	<i>Budget</i>
\$14,429.00	\$2,750.00	\$2,200.00	\$1,350.00	\$700.00	\$180.00
5,060.00	2,580.00	2,192.50	1,100.00	575.00	75.00
4,000.00	2,500.00	1,950.00	1,050.00	290.25	
3,679.00	2,440.00	1,850.00	765.00	250.00	
3,505.50	2,400.00	1,600.00	750.00	200.00	

<sup>1</sup> This amount reported by two cities.

Annual budgets for parent education in 21 of the cities range from \$1,050 to \$14,429 and provide for the employment of a director to supervise a full-time program. In the 9 remaining cities the budget ranges from \$75 to \$765. Reports from some of these cities state that leaders are employed on an hourly basis.

*Budgets for parent education in 1937 in cities employing full-time specialists in parent education*

<i>Cities</i>	<i>Budget</i>	<i>Cities</i>	<i>Budget</i>
Pasadena, Calif. ....	<sup>2</sup> \$2,440	Tulsa, Okla. ....	\$2,580
Albany, N. Y. ....	1,850	Dallas, Tex. ....	2,192
Binghamton, N. Y. ....	2,500	Fort Worth, Tex. ....	3,505
Schenectady, N. Y. ....	1,850	Houston, Tex. ....	2,500
Bristow, Okla. ....	1,950	Tyler, Tex. ....	2,400
Oklahoma City, Okla. ....	2,200		

<sup>2</sup> The amount of \$2,440 stated above as the budget of Pasadena was for the salary of the director of parent education. There were also 8 lay leaders employed on part time at the night school at the rate of \$1.90 per hour, but the report did not give the total amount expended for this service.



## **QUALIFICATIONS AND DUTIES OF A DIRECTOR**

Finding and employing a director for a parent education program is a problem which the superintendent should not at present find difficult since there are now many qualified persons in the field who can be secured for positions of leadership. The director of parent education must have had advanced studies in one or more of such fields as education, sociology, psychology, and home economics. In addition, a director must have organizing ability, an adjusted personality, and an aptitude for work with adults. She should also be well oriented in education and in the policies and practices of the schools in order to be able to interpret the school to the parents when called upon to do so.

Study groups are conducted under the supervision of a director of parent education, when there is one. It is generally the duty of the director to train prospective leaders of parents' groups as well as lay leaders already in service. In addition, a director initiates and conducts many activities. She is responsible for arranging and conducting parents' institutes and conferences; giving services to community programs; counseling parents; supervising play groups and parents' observation and participation in play groups, nursery schools, and kindergartens; preparing materials such as outlines, bibliographies, and forms for group work; sponsoring reading circles; and cooperating with the library. Related activities include teaching classes of high-school students, leading groups in churches, giving instruction to nursery-school teachers and to public-school nurses, and conducting radio parent education classes.

## **FINDING LAY LEADERS**

In some cities the director gives in-service training to lay leaders who conduct study groups. Discovery, training, certification, and employment of such lay leaders constitute an important problem of administration. The superintendent and his director of parent education sometimes find excellent material for lay leadership within the parent-teacher association, or there may be former school teachers or Sunday-school teachers in the community who have desirable qualifications for the work.

In order to qualify for service in the city public schools in California in the field of parent education certain requirements have been set up by the State board of education. A special adult education credential may be obtained in the field of child study and parent education if applicants qualify on the following points:<sup>1</sup>

1. Evidence of established leadership or prestige in the group which is to be organized as a study group.
2. Evidence of not less than 5 years of first-hand experience with, and responsibility for, children of preschool age.
3. Evidence given by interview or in answer to written questions showing a grasp of the problems of parent education, the method and content of which satisfies the State department of education.

Special qualifications for which California State officials look when selecting leaders are reported as follows: <sup>2</sup>

1. Ability to see the point of view of the young.
2. Abiding faith in the ultimate possibilities of human development and a clear notion of the place of education in the process.
3. Ability to share the untiring curiosity of the young.
4. Intellectual elasticity.
5. Freedom from prejudices and biases which would interfere with effective work with persons of any race, nationality, religious or political faith, or social group.
6. Ability to cultivate thoughtfulness rather than to supply information.
7. A disposition to acquire ever new insight into the process of learning.
8. A disposition to keep in touch with present activities and interests of children.
9. Ability to hold a tentative attitude when engaging in group discussion and when observing children.
10. Command of a larger body of reliable subject matter bearing upon human growth and development than can be used in group discussion.

## ORGANIZING THE PROGRAM

The work of organizing the program begins as soon as a director of parent education has been installed. The first step toward organization is to discover what resources for cooperation are available in the community. The superintendent may call a conference of leaders of parents' groups and of civic, religious,

<sup>1</sup> Objectives and suggested procedures for parent education in California. Sacramento, Department of Education, 1934. (Bul. No. 13.)

<sup>2</sup> Ibid.



philanthropic, social, and educational groups which may or may not have an element of parent education in their respective programs.

The purposes of this conference would be to establish cooperative relationships with all community groups, to discuss the new program for parents, and to discover what contribution each organization might make to the project. Superintendents have reported many ways in which parent-teacher associations are cooperative, such as bringing parents together in groups, keeping alive the interest of parents, and assisting the director to find persons who have the aptitude and qualifications for lay leadership. One superintendent reported that the local branch of the American Association of University Women had cooperated in creating interest in parent education and in forming a council of agencies which has been active in the development of the parent education project. As the result of such a conference a permanent council or committee on parent education might be formed to meet at stated intervals, or when the superintendent decided there was need to bring the group together.

### ORGANIZING LOCAL STUDY GROUPS

The details of a program in a local community may vary but there are certain elements that are common to all situations. A leader or chairman, a secretary, and librarian are essential to the smooth running of the group. Meetings may be held in school, church, library, homes, or other convenient places in the morning, afternoon, or evening. If the meeting is for a 2-hour period, 1½ hours may be used in discussion and one-half hour for consultation.

The duties of the leader (or chairman as sometimes designated) in the Houston, Tex., program are specifically stated as follows:<sup>3</sup>

The chairman has the responsibility for all publicity. Good mediums for publicity are: The newspapers, school papers, announcements in churches, Sunday schools of the community, post cards, telephones, posters, (placed in the library, schools, or in local business places); verbal invitations to such groups as mothers' clubs, literary clubs, P. T. A. meetings; other groups in the community and schools; homeroom mothers, personal contact (i. e.

<sup>3</sup> Division of parent education, Houston Public schools, Houston, Tex. Organization of classes. (Mimeographed.)

P. T. A. members agree to tell five friends or acquaintances); and house-to-house canvass. The chairman appoints a committee of two or three active parents to work with her, arranges for the place of meeting, and sees that it is in order for each meeting. This means that she should be present at the place of meeting 10 minutes before time for the class to begin and if she can not be there herself she should see that someone else takes care of these details.

The chairman makes arrangements for care of the little children brought to class. This includes:

- (a) The person or persons who look after the children.
- (b) The place where the children will stay.
- (c) Material for them to play with.

The chairman should greet the strangers; the secretary should take the attendance and perform other appropriate activities; and the librarian should obtain books from the library and return them, and be responsible for the books while they are in use by the study group.

Membership is open to anyone interested who will attend the meetings regularly.

Superintendents of schools are more or less familiar with the demonstration centers, which may be nursery schools or play schools, used in local parent education programs where parents and leaders in study groups or prospective leaders observe and frequently participate in the activities. Records are made of the observations by which the abilities and interests of the children as well as their social and emotional needs are revealed. In California, such cities as Pasadena, South Pasadena, Monrovia, and Alhambra have used play schools as the type of center for observers.

## METHODS OF CONDUCTING STUDY GROUPS

Parent education methods depend upon parents' needs, upon the ability of the leaders to awaken response in the groups they lead; upon the availability of facilities for learning, and upon many other factors.

Dr. Gertrude Laws says<sup>4</sup> that the basis of method is the participation of the learner, that in adult groups the learners should be aware of the method and critical of it. She goes on to discuss the orientation of members in a parent education group:

<sup>4</sup> Laws, Gertrude. Parent education in California. Sacramento, State department of education, Bureau of parent education, Sept. 1, 1937. (Bulletin 17, p. 5.)



So little is known about adult education that members of a group have to learn to become integral parts of a group. The slowness of the development of skill in discussion is often irksome to some of the members of the group, but the development of such skill is as much a part of the task as learning the subject matter. \* \* \* Learning to see oneself as an important member of a group—not more important nor less important than other members—is evidence of a fine balance which is all too rare. Many individuals have been brought up to think that there is something inherently virtuous in self-depreciation, and do not see themselves as an integral necessary part of the group.

On the other hand, certain individuals are by nature egocentric, and have failed to learn that their own real importance is measured always in relation to the extent to which they recognize the importance of others. Experience in well-conducted adult study groups provides opportunity to learn a way to become an integral part of a group oneself, as well as a way to help children in this same learning. While there is no way to tell a leader how to bring about this learning or to tell a parent how to bring it about in a child, it is more likely to occur if the leader or the parent is aware of its importance. \* \* \* The quality of hospitality the leader expresses toward different opinions in the group contributes more than her knowledge of subject matter to the development of an appetite for knowing the truth.

A condensed outline of methods was prepared for the use of leaders of study groups in New York State Education Department.<sup>5</sup> Excerpts have been taken from the outline which indicate at least 10 ways of conducting parents' groups, but it was pointed out that there are still other methods that might be used. The 10 mentioned were:

1. Lectures by experts who give needed authoritative information to clarify the subject matter in which the group may be interested.
2. Lecture-question forum style, which means that after the experts' discussion of the subject, questions are presented from the floor.
3. Brief presentations on book or magazine article which are read in part or in whole, or questions on the subject matter presented in the article are answered.
4. Courses of study prepared in outline form, issued in a magazine, with questions for use in classes.
5. Theme prepared on subject matter assigned, and read by member of group.
6. Case study or incidents, with the purpose of placing some problem before the group and discussing it objectively.
7. Book review on fiction, novel, or drama.

<sup>5</sup> Peabody, May E. Methods in leading study groups of parents. Albany, State education department, Child development and parent education bureau, 1936.

8. Panel discussion in which a small group discusses a subject before a larger group followed by participation in discussion from the floor.
9. Forum dialogue where two experts or qualified persons discuss a subject together before an audience in a friendly way.
10. Discussion method, in which the group is guided by a chairman or leader who starts the group with a leading question on a subject selected by the group. The leader analyzes and synthesizes all contributions to conclusions that may be pertinent to the members. The discussion method is pointed out as the highest type of group work in thinking and participation.

Dr. Peabody in her interpretation of the discussion method stated:

Groups have to be educated to this method, \* \* \* and that is why you must know your group and do the thing that will elicit their interest until you can reach another level. To let the group remain at one level of group activity and thinking is not very constructive for you as leader, or for the group. \* \* \* Method is only a means to the end. If there is real education the members must do active thinking concerning their own practices and experiences and the leader should help them grow in evaluating these experiences and in reaching principles of action that mean something in their daily living. Groups grow from one level to a higher if the leadership is adequate.

As to methods and procedures of parents' groups, Superintendent Ramsey, of the Fort Smith, Ark., public schools says—

The usual procedure in Fort Smith has been a 15- to 20-minute introductory talk by the leaders, emphasizing the subject chosen for the day's discussion. This is generally followed by comments, personal illustrations, pivotal questions asked by the leader, and a summary by the leader at the end of the hour. The group members are more willing to express themselves than they were formerly but still need encouragement and drawing out by the leader. Members of the group respond well to the use of case studies and questions referring to articles in magazines which they have read.

In the Houston, Tex., program—

A special attempt is made to create an atmosphere of informality. The lessons take the form of a round table discussion in which anyone is free to enter the conversation if he has a contribution to make to the subject in hand. After the lesson the leader discusses individual problems with the parents if they wish. Parents with special problems are urged to make a study of these problems and take definite steps to get rid of them. The leader will help with suggestions. Detailed outlines of each lesson with bibliography are available for those who wish them.\*

\* Op. cit.



## **V. Outcomes of Parent Education Work Seen by City Superintendents of Schools**

PARENT education directors in the city schools have from the beginning evaluated and recorded the progress of their programs. Their annual reports are detailed and interesting. Concerning the value or progress of parent education programs in their respective school systems, several city superintendents have expressed their views in letters to the Office of Education.

Supt. A. R. Coulson, of Albany, N. Y., thinks that specific gains have been made with leaders who through their experience have a better understanding of the principles of mental hygiene, a broadened understanding of the job of parenthood, and of the significance of membership in the community, and he says that parents who are interested in the program seem to experience an improvement in their own family relationships.

"In dealing with personal problems in the public schools through our child study and visiting teacher services," writes Supt. J. W. Spinning, of Rochester, N. Y., "we discovered very early that most of the problems of children involved parental situations and relationships with which it is difficult to deal at moments of stress, and yet which vitally affect the child. If the values of common-school education are to be attained, as many children as possible must be well adjusted in their home life.

"The parent education program with its demonstration nursery schools seems to be our best method of helping young parents to become informed upon the problems of school life. We think that as the parent education program broadens and strengthens, more young parents will realize that they need to study the facts and principles of child rearing just as they would find it necessary to prepare themselves for any other vocation.

"We notice from year to year increased interest among mothers and fathers in problems of family life. We think that this has resulted from the activities of our parent education groups under trained instructors and of leadership groups under lay leaders who have come forward to increase the circle of our contacts.

"The program in parent education has finally reached a point where we may say confidently that parent education is an integral part of the school program, it has the full confidence of the board

of education and the community at large," says Supt. J. A. Sexson, of Pasadena, Calif. He points out the difficulty of knowing what needs are satisfied by the program, but he thinks that an increasing number of mothers of young children are making use of these classes during the preschool period of the child's life, and says that this is becoming so much a practice in the community that at the present time the demand for classes for mothers of young children is beyond the ability of the board to meet.

Superintendent Sexson thinks that the effect of these classes upon parents and their attitudes toward the rearing of children is almost beyond belief. The whole attitude of the parent toward the problem of child nurture changes under the influence of these courses, with the result that the children are brought along to their school age entirely free from many of the handicaps which children often acquire due to unwise or unthinking parental influence during the preschool period. These changes in the attitudes of parents and in the responses of children are wholly constructive. We have not heard the slightest criticism, nor have we observed any indications of some of the bad influences which have at one time or another been associated with kindergarten education.

The program of education in these classes is wholly free from the formality of later educational procedures and it seems admirably adapted to the needs of both parents and children. We are enthusiastic about it and we feel that we have made a distinct contribution to our program of public education through these classes.

"Parent education is entitled to first rank among the many modern movements in education for in the last analysis it is making the outstanding contribution to the welfare and stability of our schools," declares Supt. Daniel J. Kelly, of Binghamton, N. Y. He further states that—

the schools' greatest need is intelligent interest on the part of those who are most deeply concerned because of their children and their pocketbooks and that an understanding is bound to bring cooperation and support. This understanding includes the nature and the needs of children and youth together with the possibilities and responsibilities of the schools. Parents, therefore, have their own direct obligations to the schools and in no other way has this been met so effectively as in the rapidly growing parent education movement.



The State superintendent of public instruction of California, Walter F. Dexter, gives his opinion of the value of a program as follows:

One of the most important things a school could do is to develop a sound program of parent education. The complex problems of social life cannot be solved by schools alone, nor by homes alone, but I have faith that there is enough intelligence and good will to find right answers. Purposeful effort will have to be made by parents and teachers to use the findings of research to this end. Fortunately, as problems become more complex, a greater amount of reliable knowledge is available to us.

## VI. Summary

THE INFORMATION furnished by superintendents of schools for this study points to the following facts about the administration of parent education in the city school systems under consideration: (1) The programs in 37.8 percent of the cities reporting were conducted within the adult education program and since the aims and methods of parent education differ materially from those of adult education special provision seems to have been made for parent education programs; (2) in 35.1 percent of the cities parent education was conducted under home economics auspices; and (3) in approximately 27.1 percent of the rest of the programs parent education was conducted either under the immediate supervision of the superintendent or assistant superintendent of schools, or within a psychiatric department, or by a director of curriculum.

State, local, and Federal funds financed 35.1 percent of the projects in city schools. The Federal funds were subsidies either under Smith-Hughes or George-Elzey enactments, or under both.

More than half of the cities maintained centers for the observation and participation of leaders in training parents and other students. Nursery schools, play schools, preschools, and kindergartens were types of centers mentioned most often.

The training of potential leaders and of leaders in service appears to be an important part of the program where training has been and is now in progress and many directors of parent education in cities where such training has not been made a part of the program have expressed the need of it.

The importance of the part the parent-teacher associations take in all programs for parent education is frequently pointed out. These organizations furnish the interest and inspiration, the publicity, and many times the potential lay leaders. They bring together the classes and serve the program in many desirable ways.



## VII. Reference Materials Prepared Within State or Local Programs of Parent Education

PUBLICATIONS are being prepared increasingly to aid local leaders of programs connected with the public schools. Sometimes the materials have been created by specialists in parent education in the State departments of education and again, they are prepared by a director of parent education in a school system. There is in addition to these materials a volume of other publications that is rapidly making up the literature of parent education. Methods, procedures, outlines, and forms, together with subject matter, make up the content of the various publications for local projects in parent education.

The following short reference list is limited to publications prepared in and issued by State departments or parent education departments in the public schools.

ARKANSAS. STATE BOARD OF EDUCATION. Discussion outlines for preschool study groups. By Helen C. Smith and Druzilla Kent. Little Rock, State board of education, 1929. 27 p.

This pamphlet is intended for the use of leaders. Presents many aspects of child development and family relationships.

CALIFORNIA. STATE DEPARTMENT OF EDUCATION. The emergency education program in California. Sacramento, The department, 1936. 67 p. (Bulletin No. 5.)

Description of the parent education aspect of the emergency education program.

— Parent education in California. By Gertrude Laws. Sacramento, The department, 1937. 55 p. (Bulletin No. 17.)

Contains material on developing a program, methods for adult groups, objectives for parent education, suggested procedures, and other important matter.

GARTZMANN, PAULINE and LAWS, GERTRUDE. A study in parent education. Pasadena, Calif., Pasadena city schools, 1935. 23 p.

A description of the purposes and outcomes of the parent education project in play groups conducted in the Pasadena public schools.

HUFFAKER, LOIS G. Education for home and family life. El Paso, Tex., vocational school, 1935 (mimeograph.)

A brief handbook and report of the parent education program in El Paso, Tex.

NEW YORK. STATE EDUCATION DEPARTMENT. CHILD DEVELOPMENT AND PARENT EDUCATION BUREAU. Developing attitudes in children. Outlines for group discussion with readings. By Ruth Andrus and May E. Peabody. Albany, The department, 1935. 8 p. (mimeograph.)

Eight units for study of hygiene attitudes of children.

—— Methods of leading groups of parents. By May E. Peabody. Albany, The department, 1936. 3 p. (mimeograph).

A chart listing 10 methods of leading groups; descriptions of methods, their value and limitations.

—— Discovering lay leadership in parent education. By Ruth Andrus *and associates*. Albany, The department, 1935. 108 p.

A report of the study of 579 lay leaders in parent education—their nationality, age, education, occupations, and financial status. Methods of conducting and training lay leaders and problems of these leaders.

—— Points for lay leaders in parent education. Albany, The department, 1932 (mimeograph).

Detailed description of the functions of a lay leader, suggestions for self-checking; brief definition of types of classes and sample registration blanks for use of leaders.

—— Parent education in New York State. Parent education series, circular 1. New York State education department, The child development and parent education department. Albany, N. Y., The University of the State of New York press, 1937. 13 p.

—— Child development and parent education bureau. Record book of lay leader in parent education, 1933.

Book used by lay leaders in making monthly reports to the professional leader.

PENNSYLVANIA. STATE DEPARTMENT OF EDUCATION. Parent education. A manual of suggestions to aid school authorities in developing a program of parent-pupil-teacher relationships. Harrisburg, The department, 1935. 50 p. (Bulletin 86.)



PERKINS, ESTHER BLAKENEY. (The) Home-school relationship. (An important factor in child development.) Binghamton, N. Y., Department of education, Division of parent education, 1934. 25 p. (mimeograph).

Outlines for lay leaders' training class on the home, the school, and the community.

——— New trends in education. Binghamton, N. Y., Department of education, Division of parent education, 1932. 56 p. (mimeograph).

Units of study for parents on content, teaching methods, and modern principles of education and how they may be adapted to a school system.

## VIII. Appendix

### Parent Education In City School Systems

#### TO SUPERINTENDENTS OF CITY SCHOOL SYSTEMS

Name of person making report.....

Official position.....

City..... State.....

1. Circle numeral to indicate number of years parent education has been in operation under the board of education: 1 2 3 4 5 6 7 8 9 10.
2. Give (a) name, (b) title of director or person in charge, and (c) state whether she gives full time or part time to this work.....  
.....  
If part time, in what other field does she work?.....
3. How many other persons are employed for parent education? .....  
number on full time .....; number on part time .....  
In what other fields do the part-time employees work?.....
4. What events or situations influenced the inauguration of this work?  
.....
5. Name local agencies that cooperate in the program.....  
.....
6. Check sources of funds used in this parent-education program: (a) Public-school funds ( ); (b) foundation grants ( ); (c) Federal subsidies—state which ones.....  
(d) fees from classes or groups .....; State fees charged per person .....; (e) other sources: .....
7. What was the budget for parent education during the year 1935-36?  
.....
8. Are there available centers where parents or others may observe or participate, such as nursery schools or kindergartens? (Check) Yes ( ); No ( ). If so, describe the extent of the use of these centers by parents and others under instruction: .....  
.....
9. Please state how many class meetings constitute a course for parent-education leaders: .....; for parents .....; for high-school students .....; for any others.....  
Length of each class period.....



10. Give number of leaders, parents, high-school students, and others under instruction by parent education leaders during the year 1935-36:

Type	Num- ber	Others (name)	Num- ber	Others (name)	Num- ber

11. List and describe activities in parent education: .....

.....  
.....